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| --- | --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** | **5** |
| **Presentation/ Delivery** | Student fails to do any presentation at all. | Student provides no eye contact; mumbles; speaks too quietly; uses incorrect grammar frequently; relies on "filler" sounds; reads entire presentation directly from PowerPoint. | Student occasionally provides eye contact; uses low voice volume; uses incorrect grammar and "filler" sounds occasionally; frequently reads directly from  PowerPoint. | Student maintains eye contact, but returns to notes frequently; voice is clear; rarely uses incorrect grammar and "filler" sounds. | Student maintains eye contact, returns to notes; no incorrect grammar or "filler" sounds noticeable. |
| **Organization** | Audience cannot understand presentation because there is no apparent sequence or logical flow of information. | Audience has difficulty following presentation because information jumps around and has some logical flow but lacks coherence. | Student presents information in logical sequence which audience can follow but with some difficulty. | Student presents information in logical sequence which audience can follow easily. | Excellent and logical flow of detailed information |
| **Content (More fact than opinion)** | --Absence of any relevant information  --Much incorrect info  --Almost no variety in sources of information  --No supporting detail or interesting information  --No requirements met | --Some relevant info  --Some incorrect info  --Little variety in sources of  information  --Little supporting or interesting information  --Some requirements not met  · | -- Includes essential information  about topic  --Evidence of use of some different info sources  --Only some effort to include  support info or examples  --Requirements met | -- Good depth of knowledge and research info  --Substantial attempt to create own info from different sources  -- Includes some interesting support info and examples  -- All requirements  met substantially | --Excellent depth, of knowledge and researched  information  -- Obviously not copies, but own info compiled from excellent variety of sources  -- Provides support with excellent examples  -- All requirements met and more |
| **Length** | No regard for slide min/max (appx.10 through 20) Almost no information presented at all or **WAY** too much information presented. | Significant information lacking and generally a lack of pertinent information | Some pertinent information presented but with no elaboration | More than minimum information with some elaboration | More than enough information; elaborating and expressing the subject fully. |
| **Comprehension** | Student does not offer any answers at all to questions about the topic. | Student vaguely and often inaccurately answers any extra questions on the topic. | Student is able to accurately answer a few questions about the topic. | Student is able to accurately answer most questions posed about the topic. | Student is able to accurately answer all questions posed about the topic. |
| **Citations** | - No citations at all- |  | - Incorrect MLA format |  | -Correct MLA format |
| *GRADING RUBRIC FOR POWERPOINT AND OTHER PRESENTATIONS IN WORLD HISTORY 10* | | | | | |